



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

460 S. 7th St., Coolidge, AZ 85228

Coolidge Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. John Allee
Schedule : 07:00 AM to 04:30 PM
Grades : K-6
2005 Enrollment : 853
Web Address : www.cusd.k12.az.us/West/westhome.htm
Phone Number : (520) 723-2702
Fax Number : (520) 723-2707
E-mail : jallee@cusd.k12.az.us

Mission

The mission of the Coolidge Unified School District #21 is to help students realize their potential; to become responsible, productive citizens; and grow into life-long learners who are academically, socially and technologically prepared for the twenty-first century.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Not Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü 75% of West Elementary Students will master the required state standards in Reading, Writing and Math.
- ü West Elementary School will maintain or increase student attendance to a level of 94% for the 2003-04 school year.
- ü Eighty percent of West Elementary students will be at Benchmark on the (DIBELS) Dynamic Indicator of Early Literacy Skills.
- ü West Elementary will continue to require high academic standards through curriculum mapping, systematic instruction, and and professional development to focus on student learning.

Enrollment

October 1, 2004 School Year Student Enrollment : 597
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 4

West Elementary School

Instructional Programs

- ü Pull-Out Reading Program Grades K-6
- ü Reading for 2 Hours Each Day
- ü Full-day, AM & PM Kindergarten
- ü Transition Kindergarten School
- ü Reading First School
- ü Art \ Computer Science
- ü Physical Education
- ü Music

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

West Elementary School does provide timely communication with parents. West also includes timely, periodic feedback to our parents concerning their progress and student needs.
West Elementary School has returned to being a free and reduced breakfast and lunch for students.

Parents

Parents are required to transport children who live in the no-transportation area. Parents are contacted daily in regard to their child's attendance. Parents are expected to contact our staff about their concerns as well as support the staff needs and concerns about the student.

Transportation Policy

The district adheres to the policy of transporting K-8 students who live beyond a one mile radius. It is CUSD #21 policy to make every attempt to ensure the safety and welfare of students in all matters related to transportation to and from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü For the Afterschool Programs	
ü Drug & Tobacco Free for the Last 8 Years	
ü Fire Safety Week Student Poster Contest	
ü Perfect Attendance Recognition	

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	298	79306	--	100	99	--	426	445	--	16	10	--	26	18	--	52	51	--	6	20
All Students (Prior Year)	--	269	75509	--	100	100	--	479	521	--	32	13	--	37	23	--	23	33	--	8	31
Female	--	163	38691	--	100	99	--	423	446	--	16	10	--	28	18	--	52	52	--	5	20
Male	--	130	40583	--	99	99	--	431	445	--	16	11	--	23	18	--	53	50	--	8	21
African American	--	21	4041	--	100	99	--	407	426	--	33	17	--	28	23	--	39	50	--	0	10
Hispanic	--	111	32869	--	96	99	--	421	429	--	17	15	--	31	25	--	49	51	--	3	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	34	4264	--	100	100	--	413	419	--	23	19	--	39	30	--	32	45	--	6	6
White	--	131	36197	--	100	99	--	439	463	--	11	5	--	17	11	--	63	53	--	9	31
Students with Disabilities	--	51	10321	--	100	100	--	410	389	--	33	30	--	28	27	--	33	34	--	7	9
Students without Disabilities	--	247	69060	--	100	98	--	430	454	--	13	7	--	26	17	--	56	54	--	6	22
Limited English Proficient Students	--	40	15509	--	98	100	--	412	406	--	21	20	--	38	30	--	38	45	--	3	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	192	39415	--	97	96	--	419	431	--	20	15	--	29	25	--	45	50	--	6	10
Non-Economically Disadvantaged	--	106	39966	--	100	100	--	441	459	--	8	6	--	18	12	--	67	52	--	7	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	302	79395	--	0	99	--	436	446	--	10	9	--	37	25	--	49	55	--	5	11
All Students (Prior Year)	--	271	75492	--	100	100	--	502	519	--	19	12	--	26	16	--	44	47	--	10	24
Female	--	165	38743	--	0	100	--	436	451	--	11	7	--	34	24	--	51	57	--	3	12
Male	--	132	40618	--	0	99	--	437	440	--	8	11	--	40	27	--	45	53	--	7	9
African American	--	21	4052	--	0	100	--	419	434	--	11	11	--	61	29	--	28	54	--	0	6
Hispanic	--	112	32915	--	0	99	--	430	426	--	10	15	--	43	35	--	44	47	--	3	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	35	4271	--	0	100	--	430	420	--	9	15	--	44	42	--	44	41	--	3	2
White	--	133	36221	--	0	99	--	447	465	--	10	4	--	25	15	--	58	63	--	7	17
Students with Disabilities	--	51	10331	--	0	100	--	423	388	--	9	25	--	53	37	--	33	34	--	5	4
Students without Disabilities	--	251	69139	--	0	99	--	439	454	--	10	7	--	34	24	--	52	58	--	5	11
Limited English Proficient Students	--	41	15545	--	0	100	--	414	399	--	13	21	--	58	42	--	30	35	--	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	195	39484	--	0	96	--	429	429	--	12	14	--	42	35	--	43	47	--	2	4
Non-Economically Disadvantaged	--	107	39986	--	0	100	--	453	461	--	5	4	--	26	16	--	60	63	--	9	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	302	78869	--	100	99	--	423	442	--	11	6	--	28	21	--	54	63	--	7	10
All Students (Prior Year)	--	267	75053	--	100	99	--	532	597	--	17	7	--	21	12	--	61	72	--	1	9
Female	--	165	38536	--	100	99	--	435	458	--	6	4	--	26	15	--	60	67	--	8	14
Male	--	132	40302	--	100	99	--	407	428	--	17	8	--	32	26	--	45	60	--	6	7
African American	--	21	4015	--	100	99	--	421	430	--	11	8	--	33	24	--	39	61	--	17	7
Hispanic	--	112	32606	--	97	98	--	418	426	--	8	8	--	37	27	--	51	60	--	4	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	35	4245	--	100	100	--	406	423	--	16	9	--	34	26	--	47	61	--	3	4
White	--	133	36078	--	100	99	--	434	459	--	12	4	--	18	16	--	62	66	--	9	14
Students with Disabilities	--	51	10246	--	100	100	--	368	367	--	30	18	--	33	39	--	33	40	--	5	4
Students without Disabilities	--	251	68697	--	100	98	--	435	454	--	7	4	--	28	18	--	59	67	--	8	11
Limited English Proficient Students	--	41	15339	--	100	100	--	390	399	--	18	11	--	33	31	--	50	54	--	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	195	39106	--	99	95	--	412	427	--	12	8	--	31	28	--	53	59	--	4	5
Non-Economically Disadvantaged	--	107	39837	--	100	100	--	448	457	--	8	4	--	23	14	--	56	67	--	13	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	322	78906	--	100	99	--	482	498	--	22	13	--	25	19	--	42	48	--	11	20
All Students (Prior Year)	--	282	76019	--	100	100	--	470	499	--	26	14	--	51	39	--	9	14	--	14	33
Female	--	167	38644	--	100	99	--	484	500	--	19	12	--	30	19	--	39	49	--	12	19
Male	--	155	40236	--	96	99	--	479	497	--	25	15	--	21	19	--	45	46	--	9	20
African American	--	26	4087	--	100	99	--	457	481	--	42	20	--	17	24	--	42	45	--	0	11
Hispanic	--	111	31938	--	99	99	--	477	481	--	29	19	--	26	25	--	33	46	--	12	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	63	4593	--	95	100	--	479	467	--	14	26	--	37	29	--	40	39	--	9	6
White	--	120	36483	--	100	99	--	495	517	--	15	7	--	20	13	--	51	51	--	13	30
Students with Disabilities	--	51	10664	--	100	100	--	438	430	--	56	42	--	28	27	--	13	26	--	3	5
Students without Disabilities	--	272	68310	--	99	98	--	489	509	--	16	9	--	25	18	--	47	51	--	12	22
Limited English Proficient Students	--	48	12573	--	100	100	--	464	454	--	32	27	--	30	30	--	34	38	--	4	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	--	198	38679	--	97	96	--	468	483	--	29	20	--	28	25	--	38	45	--	5	10
Non-Economically Disadvantaged	--	125	40295	--	100	100	--	504	513	--	10	7	--	22	13	--	49	50	--	19	30

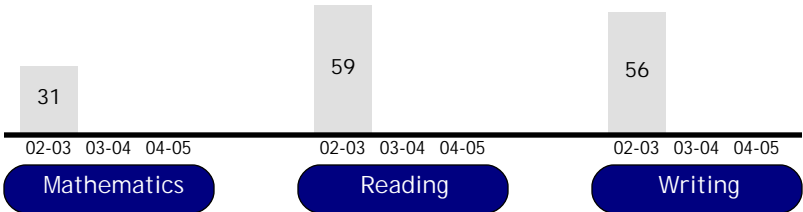
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	322	78908	--	0	99	--	470	484	--	17	10	--	32	23	--	50	58	--	2	9
All Students (Prior Year)	--	280	76020	--	99	100	--	492	503	--	35	25	--	29	23	--	31	40	--	4	12
Female	--	167	38648	--	0	99	--	474	489	--	12	8	--	33	22	--	52	61	--	3	10
Male	--	155	40233	--	0	99	--	465	479	--	22	12	--	31	25	--	47	55	--	1	8
African American	--	26	4092	--	0	99	--	452	473	--	33	12	--	33	28	--	25	54	--	8	5
Hispanic	--	111	31940	--	0	99	--	463	465	--	22	16	--	38	32	--	41	49	--	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	63	4569	--	0	100	--	467	457	--	12	18	--	40	39	--	46	41	--	2	2
White	--	120	36502	--	0	99	--	482	502	--	10	4	--	21	14	--	66	67	--	2	15
Students with Disabilities	--	51	10665	--	0	100	--	444	423	--	33	30	--	31	36	--	36	31	--	0	2
Students without Disabilities	--	272	68312	--	0	98	--	474	493	--	14	7	--	32	21	--	52	62	--	2	10
Limited English Proficient Students	--	48	12556	--	0	100	--	448	436	--	28	24	--	45	40	--	28	35	--	0	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	--	198	38662	--	0	96	--	459	468	--	23	16	--	36	32	--	39	49	--	2	3
Non-Economically Disadvantaged	--	125	40315	--	0	100	--	486	498	--	6	5	--	27	15	--	66	66	--	2	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	322	78750	--	100	99	--	486	500	--	11	6	--	31	29	--	57	63	--	0	2
All Students (Prior Year)	--	281	75673	--	99	100	--	516	530	--	12	12	--	31	25	--	56	58	--	1	4
Female	--	167	38586	--	100	99	--	502	515	--	6	4	--	27	22	--	66	71	--	1	3
Male	--	155	40135	--	96	99	--	468	486	--	16	8	--	36	35	--	48	56	--	0	1
African American	--	26	4081	--	100	99	--	457	488	--	13	8	--	54	32	--	33	59	--	0	2
Hispanic	--	111	31841	--	99	99	--	474	483	--	13	8	--	34	36	--	53	55	--	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	63	4586	--	95	100	--	506	481	--	4	8	--	32	37	--	65	54	--	0	1
White	--	120	36440	--	100	99	--	493	516	--	13	3	--	22	22	--	63	71	--	1	4
Students with Disabilities	--	51	10622	--	100	100	--	418	415	--	38	21	--	36	50	--	26	28	--	0	1
Students without Disabilities	--	272	68196	--	99	98	--	497	513	--	6	3	--	31	25	--	62	69	--	0	3
Limited English Proficient Students	--	48	12504	--	100	100	--	460	451	--	17	12	--	38	44	--	45	43	--	0	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	--	198	38558	--	97	96	--	470	485	--	15	8	--	35	37	--	50	54	--	0	1
Non-Economically Disadvantaged	--	125	40260	--	100	100	--	511	514	--	4	3	--	27	21	--	69	72	--	1	4

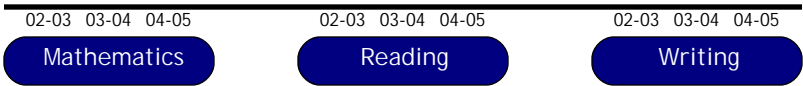
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Not Evaluated
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	35	35	50	91	42	NA	58	96	38	44	47
	Language	99	32	32	43	98	39	42	50	96	38	43	47
	Mathematics	100	39	39	57	99	44	44	64	96	42	45	50
3	Reading	96	31	31	47	--	--	NA	55	--	--	40	44
	Language	94	34	34	54	--	--	34	61	--	--	38	44
	Mathematics	96	29	29	54	--	--	29	61	--	--	42	51
4	Reading	--	--	37	52	--	--	NA	56	--	--	41	48
	Language	--	--	34	48	--	--	33	52	--	--	41	49
	Mathematics	--	--	36	57	--	--	37	61	--	--	44	53
5	Reading	--	--	35	50	--	--	NA	55	--	--	41	50
	Language	--	--	31	46	--	--	34	49	--	--	40	50
	Mathematics	--	--	38	57	--	--	42	63	--	--	39	49
6	Reading	--	--	39	53	--	--	NA	56	--	--	39	51
	Language	--	--	35	45	--	--	26	48	--	--	36	47
	Mathematics	--	--	44	62	--	--	42	66	--	--	39	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

West Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Input of Hiring of Personnel
- Ü Safety Issues and Student Discipline
- Ü Input to Develop Action Plans
- Ü Understanding and Using Data
- Ü Extracurricular Activities
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	6.00	Teacher Aide	22.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	8	2	0	0
7 to 9 years	2	4	0	0
10 or more years	6	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certificaton.	7
Percent of teachers in the school with Emergency/Provisional Certification	22%
Percent of core classes not taught by Highly Qualified Teachers	25%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center - Reading Counts
- Ü Gymnasium in Progress
- Ü Multipurpose\Cafeteria, in progress

Extracurricular Activities

- Ü Afterschool Computer Class
- Ü AM & Afterschool At-Risk Tutoring
- Ü AM Computer Lab
- Ü PM Kindergarten Reading Program
- Ü Intramural Sports

Social Services

- Ü Afterschool Program
- Ü Breakfast Program
- Ü Prenatal/Parenting Assistance
- Ü Clothing/Food Banks
- Ü Family Resource Center
- Ü Nutrition
- Ü Tobacco/Asthma Education

West Elementary School

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü West Elementary School continues to use data to drive our instruction. This includes academic calendars.
- ü West Elementary School is an active Reading First school. West Elementary is also compliant with the state mandated Arizona Reads.
- ü West Elementary maintained a ninety-four percent attendance rate.
- ü West Elementary met all of their site and academic goals for the school year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	29	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	89	96	95	81
Retention Rate ⁹	7	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

West Elementary School has a Student Study Team and an Action Team whose objective is to promote attendance, health and safety. They meet at least twice a month to discuss issues that effect the school.

The purpose of the SST Teams is to provide teacher support for:

- *Gifted Students
- *Behavior Intervention Strategies
- *Special Education

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	John Allee	(520) 723-2702
Transportation Policy	Lori Garcia	(520) 723-2067
Community Resources	Bonnie Palmer	(520) 723-4711
School Nutrition Programs	Johnny Jones	(520) 723-2083
Parent Organization	Dulice Guy	(480) 474-2237
Student Health/Nurse	Brenda Moeller	(520) 723-2706

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.